

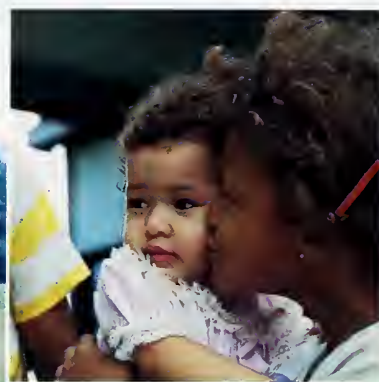
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Serving People in Need

*Cooperative Extension
at the 1890 Land-Grant Universities*



United States
Department of
Agriculture
Extension
Service
Program Aid
Number 1418

Historical Perspective

In 1890, Congress passed legislation now known as the Second Morrill Act. The First Morrill Act, passed in 1862, established a means for federal contributions to the support of a college or university in each of the states. The Second Morrill Act extended the benefits of the land-grant institution to the black population of 16 Southern states. It did so by designating a traditionally black institution in each of these states as a land-grant institution. The Second Morrill Act of 1890 also designated Tuskegee University (then Tuskegee Institute) as a land-grant institution. Today these 17 institutions are commonly referred to as the 1890's.

Although the Smith-Lever Act of 1914 formally established the Cooperative Extension System, this legislation was in some respects only a positive response to what was already being done.

Those who are recognized as the founding pioneers of Cooperative Extension had already set the groundwork by the time the Smith-Lever Act was passed, and some of the most important of these pioneers — Booker T. Washington, for example — were affiliated with 1890 schools.

The Smith-Lever Act established the Cooperative Extension System as a joint effort of the U.S. Department of Agriculture and land-grant institutions in the states. It also provided for county-level participation. Additionally, the act designated that the 1890 schools should work in cooperation with the other land-grant institutions to extend the benefits of the Cooperative Extension System to the black population of their respective states. This arrangement lasted 50 years, until it was found unconstitutional in the mid-1960's.

Congress responded to the need to reestablish the 1890 Extension Programs in 1972, with legislation providing direct federal funding, as well as funding to be administered by each state's Cooperative Extension Service.

Extension Programs at 1890 schools now function within guidelines established by the Food and Agriculture Act of 1977. Chief among the differences between the 1977 legislation and the 1972 legislation it replaced is the elimination of the role of the state Extension Service in distributing funds to the 1890 Extension Program in those states with both systems. This act — and subsequent legislation enacted in 1981 — provided for the autonomy of the 1890 Extension Programs in allocating the funds set aside by Congress for their use.

Foreword

Those involved in the changing role of Extension education in the future must possess a vision to not only see needs as they are, but to view them as they will become.

Our land-grant institutions — especially the 1890's — must continue to mobilize all available resources to address the pertinent problems and concerns of people absent from the mainstream as well as many of those in the mainstream.

The 1890 Land-Grant Universities and Tuskegee University through their Cooperative Extension Programs are poised at a unique place at a unique time in history.

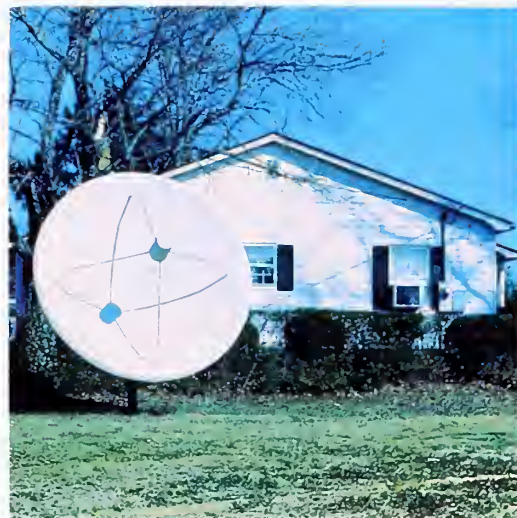
The 1890 Cooperative Extension Programs have historically placed greater emphasis on rural America. Other high priorities have included small-scale farms, human nutrition, soil and water conservation, and development of the individual. These same institutions realize that these past concerns must be addressed with the new, relevant methods and processes of the future.

In 1988, the Cooperative Extension System announced a change in direction through the National Initiatives process. A National Priorities Policy Task Force has identified eight National Priority Initiatives for action. With this

identification, Cooperative Extension signaled a change in direction and creation of a new agenda to address the future and to forge a pathway to the 21st century. These initiatives — essential to the social and well-being of all citizens — are:

- Alternative Agricultural Opportunities
- Building Human Capital
- Competitiveness and Profitability of American Agriculture
- Conservation and Management of Natural Resources
- Family and Economic Well-Being
- Improving Nutrition, Diet and Health
- Revitalizing Rural America
- Water Quality.

The 1890 Land-Grant Institutions and Tuskegee University are also reallocating resources to address specific issues. As we share our experiences through this document, we signal a move into the future. *Serving People in Need* demonstrates the unique educational outreach of Cooperative Extension at the 1890 Land-Grant Universities.



Myron D. Johnsrud
Administrator
Extension Service, USDA



Henry M. Brooks
Administrator
1890 Extension Programs
University of Maryland, and
Chair, 1890 Administrators

Emerging Issues

As the Cooperative Extension System prepares for the 21st century, the emphasis is on strategic planning and issues programming. The focus is now on methodology — molding programs to fit the critical national issues that need to be addressed by Extension's nationwide educational network.

Issues programming is not new to the 1890 Extension Programs. These programs have a tradition of looking first at the needs of people and next at available resources in order to best utilize them to get the job done. Throughout their history, budget and staff limitations have dictated that the 1890 institutions mold their programs to current issues and concerns of clients.

The 1890 Extension Programs will continue to consider carefully those issues they target, and give priority to addressing those issues where results will be most significant. And, they will continue to address issues in the context of the overall mission and values of the Cooperative Extension System. The 1890 programs must have support for the issues they choose to address from the Cooperative Extension System and the general public. Successful programming addresses one issue and paves the way for others to be addressed at the same time.

To complete the transition from disciplinary programming to issues programming, the 1890 Extension Programs must reevaluate staffing strategies with the emphasis on interdisciplinary teamwork. There is also an increasing need for more specialized skills among county-level personnel; 1890 programs will gear future staff training and support to meet this need. Another growing demand is for applied research at county as well as at state levels.

As they plan for the future, the

1890 Extension Programs will cope with continuing changes in resources as a result of other service agencies programming to meet issues. Resources themselves will also be different. Previously, the 1890 Extension Programs have turned almost exclusively to the land-grant universities for resources. When programs are developed from an issues perspective, knowledge and expertise from outside the land-grant system will also be needed.

Future funding for programs is also another concern. Presently, the 1890 Extension Programs are funded almost entirely by the U.S. Department of Agriculture through the Extension Service, USDA.

The 1890 Extension Programs must respond to the close tie between issues programming and public concerns with a restructured accountability and evaluation system. To the same publics whose concerns are addressed, the 1890 programs owe accessible information on efforts to address their concerns.

At the same time, as they emphasize methodology and issues programming as the way of the future, the 1890 Extension Programs cannot neglect other pressing issues, despite their topical nature.

All indications are that America is rapidly moving toward a service industry economy. What implications does this hold for limited-resource and other 1890 Extension Program clientele? How can the 1890 programs better reconcile the high tech needs of commercial farmers with those of small-scale farmers?

The current challenge for the 1890 Extension Programs is formidable. They must attend to the present and the future with equal diligence. The 1890 Extension Programs have met formidable challenges before, and the record speaks for itself.







Serving People in Need

Cooperative Extension programs at the 1890 land-grant institutions exist to serve people in need. These programs, often referred to as “the 1890 Extension Programs,” exist to serve people whose needs are in many ways unique. In the broadest terms, the clientele of the 1890 Extension Programs are people with disadvantages that prevent them from achieving their full potential; disadvantages that turn those people who could be assets to our society into liabilities, unless they are reached with assistance.

The 1890 Extension Programs are successful because they identify clientele needs and meet these needs through compassion, creativity, and perseverance. The 1890 Extension Programs often serve those whose resources are so limited that they cannot make use of assistance offered by other agencies or programs.

As times change, so do the needs of people. Agencies and programs must respond to those changes. The resources of the 1890 Extension Programs are available when needed and support a diverse array of individuals and organizations.

The 1890 Extension Programs target people with limited economic resources who often lack the educational background of most Americans. They are the people who need help the most. But the same disadvantages that place them in need have caused them to build walls around themselves. The custom-tailored 1890 Extension Programs address their individual needs.

What are these needs? And, why are they the concern of all Americans? Consider the following facts:

- During the past 30 years, the percentage of Americans living on farms has dropped from 10 to 2.4 percent of the overall population.



- The United States now has the highest rate of teenage pregnancy of any industrialized Nation. Families headed by teenage mothers often receive public welfare. Nationally, more than half of all welfare expenditures are for households in which the mother was a teenager when her first child was born. Researchers estimate the annual public cost for such households at more than \$15 billion.

- The number of people age 65 and older who live alone will rise from 8.8 million to 13.3 million by the year 2020. Among the elderly living alone, poverty is highest among minority groups: 43 percent for blacks and 35 percent for Hispanics, compared with 16 percent for whites. Approximately 220,000 poor black women are widows living alone.

■ Psychologists are quick to point out that when children are having trouble the first place to look is the family. The American family is no longer the so-called traditional, nuclear family. The increased incidence of drug and alcohol abuse among youth reflects this dramatic change in family structure.

■ People often turn to the community for support and strength in times of crisis. Our communities also face transition. This is especially true in rural areas where volunteer leadership provides the backbone of community support. Today, 300,000 elected officials volunteer their time and skills to manage 54,000 rural governments. These volunteers must keep pace with technological advances and other changes if they are to maintain control of their community's destiny.

To reach the hard-to-reach, the 1890 Extension Programs respond with innovation in both organizational structure and programming. One example is the use by many 1890 Extension Programs of paraprofessionals. These paraprofessionals, usually community members, work one-on-one with families and individuals. Paraprofessionals in the 1890 Extension Programs open the channels of communication between those in need and Extension staff throughout the land-grant system.

The 1890 Extension Programs meet the unique needs of clientele with information and educational programs that are innovative on the drawing board and malleable once implemented.

Programs to serve people are best grouped according to the people they serve. How these programs succeed is best demonstrated by the following examples.



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Small-Scale Farmers

Alternative Agriculture Can Make the Difference

The plight of the small-scale farmer has always been the focus of much of the 1890 Extension Program activity. As economic adversity has hit more and more of these farmers during the past decade, 1890 Extension Programs have met this need by increasing their educational efforts.

Approximately 20,000 farmers in states served by the 1890 Extension Programs face the possibility of being forced out of business during the next 2 years. What are the 1890 Extension Programs doing to assist these small-scale farmers who are their clients?

For one thing, 1890 Extension is working hard to equip these farmers with the competitive edge essential to survival.

In a joint effort that involves a private philanthropic organization and a federal agency, one 1890 Extension Program is involved in an ambitious effort to improve the genetic quality (and eventually the profitability) of livestock owned by small farmers in a 12-county region.

The situation encountered by Extension staff was one in which genetic transfusions were long overdue. Generations of inbreeding had produced inferior animals, and a cycle of decline had set in. Farmers were getting less and less for their livestock, which meant they needed all the more to bring new blood into the herds. But good breeding stock is expensive, and with each generation of low-quality livestock and low return from the sale of the animals, that new blood became more unaffordable.

1890 Extension specialists solved this problem by obtaining a grant, and using it to purchase genetically strong animals—beef cattle, dairy goats, rabbits, and swine. These animals were loaned out to

producers who needed them most.

This loan didn't come without an interest charge. Farmers were required to return not only the animal they'd checked out but also an offspring. Both animals were then made available to other qualified farmers. It's easy to understand how the process became known as "passing the gift."

A similar project coordinated by another 1890 Extension Program focused on beef cattle. In addition to improving the quality of cattle with better breeding stock, this effort also entailed improving the farmer's knowledge and practices of feeds, pasture management, and other aspects of livestock production. Results included a 20-percent increase in the size of calves, a 15-percent increase in the number of calves weaned, and a 35-percent increase in the number of calves marketed.

In one state, the 1890 Extension Program effort to assist small-scale farmers in becoming more competitive begins with financial counseling. For some farmers, learning how to keep accurate records so they can determine where they're making money and where they're losing it is the difference between success and failure. For others, information on how to borrow wisely and restructure debt is the key ingredient.

Several 1890 Extension Programs have assisted small-scale farmers in setting up farmers' markets, which give them a competitive edge by "cutting out the middle man."

In one state, the 1890 Extension Program carries this farmers' market concept a step further—to a farmers' cooperative. Through cooperation with another federal agency, the process begins by working with farmers to cultivate fruits and

vegetables they've never grown before.

Another 1890 Extension Program is working to introduce two new crops — hot peppers and green peanuts — in areas of the state where small-scale farmers can no longer make a living on row crops. 1890 Extension efforts in this state exemplify many complexities that can (and do) enter in when crop transition becomes necessary. Extension horticulturalists and paraprofessionals used workshops and followup visits to farms to educate small-scale farmers in production of green peanuts and hot peppers. With the growing pains of a new industry, however, came additional work for 1890 Extension.



When wholesale outlets for the green peppers proved inadequate, Extension staff assisted producers in securing a label and the facilities to package their crops.

As pepper production expanded, so did the geographic range in which the peppers were sold. But the same trucks that took the peppers to distant markets brought back insect pests previously unknown to the area. During the next growing season, the crop was almost totally devastated from an infestation of pepper weevil. Extension had to work with the farmers on pesticide use and locate the exact source of infestation before production could be restored to its previous level and continue to expand.

In another state, the new crop being introduced was okra, and the problems 1890 Extension encountered were similar to problems encountered in starting a new business rather than a new crop.

1890 Extension staff determined the okra production would only be viable if the grower had a contract arrangement with a cannery. Extension canvassed all the

canneries in a 100-mile area and then worked with the farmers to establish contract arrangements. Harvesting okra is a labor-intensive process, so the farmers had to learn about supervising and managing labor, and this too became the responsibility of the 1890 Extension Program.

One 1890 Extension Program has assumed a role of national leadership in dairy goat management. Catfish production is a focus of 1890 Extension activities in several states, and some of them have recently begun to work with farmers on getting double dividends from their catfish operations by using the same facilities to raise trout during the cooler months.

Some 1890 Extension Programs have chosen to emphasize general education as their thrust in helping small-scale farmers adapt to the new economic climate. The concept here is to help farmers explore alternatives; compare these options to interests and resources, and to provide farmers with additional information once an alternative is selected. In one 1890 Extension effort of this nature, an agricultural technician who had assisted a farmer in getting started in growing ornamental shrubbery summed up the experience by saying, "Don't tell me a man can't make a living on 6 acres of land."

Another 1890 Extension Program addressed the needs of part-time farmers and home gardeners. Using only five paraprofessionals and three horticulture agents, and concentrating efforts in an eight-county area, Extension provided direct assistance to 896 clients, contacted another 2,098 clients at special meetings, distributed nearly 7,500 informational publications, and aired 61 television and radio programs targeted to this clientele.





Communities

We Need Them . . . They Need Revitalization

There are no simple definitions to adequately describe the situation America's communities are in today. The concept of community for many individuals has greatly changed from what it was a few decades ago. Often communities cannot respond to the needs of their citizens because they themselves are in need. They're out of step with the times; they've been left behind.

Revitalizing these communities so that they, in turn, will be able to respond to the needs of individuals is another undertaking of 1890 Extension Programs.

The Cooperative Extension System National Initiative Task Force on Revitalizing Rural America has identified outmigration, and the consequent loss of local leadership, as a major obstacle to efforts to revitalize rural America. Outmigration is an example of a problem that will only be solved with an equal commitment to both agriculture and revitalizing rural communities.

One 1890 Extension Program has tackled the problem of outmigration, and the result is a program called the Landownership Information Project. It began with research to determine who was leaving and why, and the research quickly pointed to a key factor: black farmers in the South are losing their farmland at 2½ times the rate of white farmers (*U.S. Commission on Civil Rights Report, 1982*).

The commitment to agriculture was already in place: a successful Farm Opportunities Program was supplying farmers with technological assistance. Thus, the focus of the Landownership Information Project became education. The cooperation of other agencies was secured, and the objective became one of educating these farmers on several matters.

The Cooperative Extension System National Initiative Task Force on Revitalizing Rural America also cites the need for skilled community leadership as a critical issue facing Americans, particularly in rural areas.

One 1890 Extension effort that addresses this issue involves Extension staff (three specialists, two county agents, and four paraprofessionals) who implemented a six-county leadership development program. Program goals for the project were:

- Understanding how to conduct an orderly business meeting
- Demonstrating how lay people can involve themselves in the decisionmaking process
- Learning about state and federal agencies designed to assist with farm and community problems

- Developing the ability to evaluate community resources and problems
- Training community leaders

Eight community clubs were established and became active in local government affairs as a result of the program. Other program results included establishment of two farmers' markets and the application for and awarding of a grant for a community youth recreation facility.

When needs of rural communities are unique, the response of 1890 Extension is tailored to those needs. In one instance, 1890 Extension assisted a community in obtaining a \$0.5 million grant to improve its water system. In another state, 1890 Extension staff assisted two isolated communities in obtaining their first telephone service.

Although 1890 Extension has worked extensively to revitalize communities in rural areas, much has also been done to revitalize urban communities — particularly communities in depressed, inner-city areas. Vacant lots have been converted to neighborhood gardens. Home economists from 1890 Extension are working to educate the residents in a low-income area of one major city so that they can get the most for their money when they buy food. With a network of volunteers giving smart shopping lessons at supermarkets, these home economists are reaching 40,000 to 50,000 people a year.

In an inner-city area in another state, an 1890 home economist conducts classes in the waiting room of a medical clinic. To better meet the needs of all concerned, she's learned to tap into available community resources not previously accessed by Extension staff.





Families

A Source of Strength That Needs Strengthening

The Cooperative Extension System National Initiatives Task Force on Family and Economic Well-Being begins its report with the following statement: “The well-being of the family — the most fundamental institution in society — is essential to national strength and economic stability.” The continued focus of the 1890 Extension efforts is to provide families with the same ingredients they provide our society — strength and economic stability.

The first task in strengthening and stabilizing families is to locate families in need from among the hard-to-reach clienteles served by the 1890 Extension Programs. The task is as vital as it is difficult. Unlike individuals, families in need are all too often dissolved if they aren’t reached in time.

The next task is to decide what to do to meet their needs.

In an 1890 Extension effort to provide information to these families on simple home repairs and improvements, people needed information on how to upgrade their homes and make them more energy efficient. Providing this information was not a problem. The real obstacle to education was the clientele’s lack of reading skills.

The 1890 Extension staff solved this problem of limited reading ability with a series of workshops with more graphics than printed materials. Topics emphasized repairs and improvements that were simple and worthwhile. The value of these workshops was emphasized by surveying participants 6 months later. Respondents indicated an average savings of \$56 per household — all directly attributable to information gained from the workshops.

Assessment of a client’s resources plays an important role when 1890 Extension staff plan an educational

outreach. For example, the goal of one state was to assist limited-resource families in reducing their home heating bills. The 1890 Extension specialist looked first at the skills and materials available to clientele and then tailored an educational effort to fit both needs and resources. The solution in this case was to teach clientele how to sew quilted window shades. The raw materials for the shades were inexpensive; the tools to make them were equally easy to come by.

In many cases, assessing clientele resources uncovers an undeveloped information resource. This was the case of a joint effort in three states. Often in many rural communities of the South when trouble strikes, families turn to the local minister for help in coping with life stresses and problems.

An undeveloped resource had been pinpointed. Families in need were receiving counseling from rural, bivocational ministers; and many of these ministers were expressing a desire for additional training to make them more qualified to assist. The 1890 Extension Programs coordinated a project from both ends — enrolling church leaders for a workshop where they received instruction from professionals recruited from universities, government agencies, and private firms. More than 140 participants returned to their communities with a much-enhanced understanding of how to help families in need.

Generally speaking, the family-oriented 1890 Extension Programs mentioned thus far achieve their goals by strengthening families that are already weak. Several 1890 Extension efforts approach the goal of strengthening families from a different angle — they function to keep existing families strong.

One such program is “Education For Parenting.” More than 21,000 teenagers have been reached through this educational series designed to give youth cause to think seriously before beginning a family. The curriculum includes a 3-year, home-study course and a bimonthly newsletter series. The result of the effort is a decline in the rate of teenage pregnancy in 12 of the 13 counties in the target area. In one



county, the incidence of teenage pregnancy was reduced by 12 percent.

In another state, 1890 Extension staff works in conjunction with the 1862 Cooperative Extension staff to strengthen at-risk families through a program called “Partners-In-Learning.” In many of today’s families, problems first occur when children are young. “Partners-In-Learning” brings parents and children aged 6 to 8 into a 4-H learning environment, paving the way for involvement in 4-H when the children are older. Ten percent of all the current 4-H participants in the state are former “Partners-In-Learning” participants, an indication of its success. More important, however, is that undetermined percentage of families in which a serious generation gap never developed because of “Partners-In-Learning.”

Youth

Offering Alternatives



In the past two decades, there has been a dramatic increase in the number of latchkey children — children who return each day to an empty home. Whether it's because a single parent has to work to support the family and try to be both mother and father at home, or whether both parents must work for economic survival, the result is the same. Many children today are not getting the support and attention at home that children of previous generations received.

The Cooperative Extension National Initiative Task Force on Family and Economic Well-Being has identified Extension's role in addressing the problems of youth as one of "Work . . . to provide programs that will help them identify positive, alternative lifestyles."

The youth development activities of the 1890 Extension Programs are significant. Among the clientele served by the 1890 Extension Programs are inner-city youth where the causes as well as the effects of deteriorated lifestyles among youth are most frequent. Often, the 1890 Extension Programs become models as the problems they deal with become problems for other population segments. People who need advice seek out experience, and the experience that 1890 Extension workers have gained in their dealings with disadvantaged youth is sought out as the problem of undermotivated, misguided youth moves from public housing to suburbia.

What are the 1890 Extension Programs doing to motivate their youth participants? First and foremost, they are attracting them. It's a prerequisite for success. The wants of youth are as important as their needs. One way 4-H attracts youth is to design programs around

interests that already exist in the community or neighborhood. Clubs turn the interests into educational experiences. Children learn about nutrition, fitness, and teamwork. The purpose of 1890 Extension activities for youth is general, positive motivation. For example, one 1890 Extension Program uses drama and music as a means to attract youth who would otherwise not consider themselves as "4-H types."

Other 1890 youth activities accomplish their goals by fulfilling needs. In one state, the needs of a low-income clientele included nutrition and clothing instruction. Participants needed to learn how to get more mileage from available resources. They lacked basic skills in dieting, appearance, and general self-esteem. The solution was a series of innovative workshops in which the food and clothing instruction would be linked.

Specific motivation is also a large part of the youth work of 1890 Extension Programs. Across the United States, college enrollments in agriculture and related fields have been steadily declining for several years. It's a trend that many find alarming, and 1890 Extension Programs are responding with efforts to motivate youth toward agricultural study and careers.

Minorities and economically disadvantaged youths are visiting 1890 land-grant institutions to learn more about careers and to study agriculture and related fields. Most of these programs are conducted during the summer. Some last for a day; some for as long as 2 weeks. Their common goal is to show youth that there's much more opportunity in agriculture than "just farming."



Older Americans

Assets That Must Not Become Liabilities

What are the disadvantages confronting the elderly? One has been identified by the Cooperative Extension National Initiative Task Force examining Extension's role in Building Human Capital.

"Isolation is crippling the lives of millions of Americans in certain segments of society," and one of those segments is the elderly. To remedy the effects of isolation, the task force recommends nonformal education "to increase integration into society's mainstream" and to help develop decisionmaking skills so that the elderly will be able to have a say in decisions that affect their present and future.

Another Cooperative Extension System National Initiative Task Force, which focuses on Family and Economic Well-Being, suggests a role for Extension to help families avoid the stress that can occur when elder members become dependent. It recommends that this be accomplished by increasing the span of productive living by teaching families effective ways of dealing with intergenerational stress, and by helping families to manage limited resources.

The Extension National Initiatives Task Force looking into Improving Nutrition, Diet and Health identifies the elderly as a group that is highly vulnerable to misleading information about nutrition.

Compare the recommendations of the Extension Task Forces with the issues and objectives set forth by one of the 1890 Extension Programs. The clientele for this 1890 Program live in isolated rural areas without modes of transportation or telephones. An estimated 50 percent of the elderly in the clientele reside in homes with relatives.

To target the needs of this

specialized clientele, the 1890 Extension Program noted that "People who are approaching retirement need information on role transition and elderly assistance." Another objective was to "acquaint the elderly with knowledge and skills that will prepare them in facing dilemmas."

To meet these objectives, teams of Extension specialists, community leaders, paraprofessionals, and home economists were assembled. These teams provided information through workshops, group meetings, home visits, and at blood pressure monitoring centers that were established as part of the effort.

The end result was not only achieving a good measure of new friendships between generations, but greatly improved living conditions and an end to the physical and mental dangers of isolation for many elderly who were moved into the care of convalescent homes.

Taking up where this program leaves off could be another 1890 Extension effort, implemented at a state hospital for the chronically ill: "The project was planned to meet the needs of many patients who

missed their life in a rural setting. Many patients had been avid gardeners in younger years, and they cherished the idea of being able to dig down into the earth again."

The program entailed a whole new approach to gardening. To accommodate patients in wheelchairs, railroad ties were salvaged and used to create elevated beds for flowers and vegetables. In addition to providing the hospital with a cost-effective means for increasing the attractiveness of the grounds, the gardens became a source of fresh vegetables for the patients. And the therapeutic value of gardening has proven more valuable than anticipated. As the hospital's director of diversional therapy put it, "It [the garden] has become the focal point of the hospital ground."

Sometimes, it's only the absence of information that keeps older Americans from improved health through better eating habits. One 1890 Program, located in a state where seafood is readily available, tailored its efforts to teach the elderly how to use and cook seafood while learning about its many nutritional benefits.

In other instances, it takes the combined resources of an entire 1890 Extension Program to get at the real source of poor nutrition among the elderly. Assistance was requested by the former Creek Nation East of the Mississippi. Specialists from the 1890 Extension Program were first called in because of high rates of obesity and diabetes among the elderly in the community. When the specialist discovered there was interest in growing a "pick and pay" garden as well as a need for nutritional information, the effort became multifaceted. Extension provided soil testing to determine which crops would be most viable.





The gardening project became a reality; with proceeds financing construction of a housing unit for senior citizens. The gardening project also became a source of food for low-income families in the community. It was also a resource for improving the entire community's nutritional habits — habits they knew they needed to improve because of workshops taught by nutrition specialists from an 1890 Extension Program.

As the Extension National Initiatives Task Force on Building Human Capital also noted: "Increasing the skills and abilities of volunteers to provide leadership

within a changing technological environment is critical to the maintenance and continued development of community institutions."

This is an objective that can yield a double dividend when it is accomplished by involving older Americans. Encouraging volunteerism among the elderly can provide much needed leadership while using a resource that would have otherwise gone unused. At the same time, it gives the elderly a sense of purpose and belonging that is in itself an accomplishment.

One 1890 Extension Program targeted an area with a number of

retirees who had worked as professionals prior to retirement. 1890 staff implemented a program to enlist retirees as volunteers and to utilize their contributions to extend and support Extension work. It worked. Teachers, ministers, a public health nurse, a computer programmer, and a retired Extension agent were among those enlisted in the pilot effort. Unlike many other volunteers — capable and willing, but in need of supervision and direction — these retirees could be handed a project, such as a blood pressure screening clinic, and left to it, while Extension personnel turned energies to other matters.



1890 Land-Grant Universities

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

Founded: 1875
Location: Normal, Alabama. City setting; 900-acre campus.
Enrollment: 4,000

TUSKEGEE UNIVERSITY

Founded: 1881
Location: Tuskegee, Alabama. Small-town setting; 5,000-acre campus.
Enrollment: 3,300

UNIVERSITY OF ARKANSAS AT PINE BLUFF

Founded: 1873
Location: Pine Bluff, Arkansas. City setting; 327-acre campus.
Enrollment: 2,917

DELAWARE STATE COLLEGE

Founded: 1891
Location: Dover, Delaware. Small-town setting; 400-acre campus.
Enrollment: 2,327

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Founded: 1887
Location: Tallahassee, Florida. City setting; 419-acre campus.
Enrollment: 5,444

THE FORT VALLEY STATE COLLEGE

Founded: 1895
Location: Fort Valley, Georgia. Small-town setting; 660-acre campus.
Enrollment: 1,811

KENTUCKY STATE UNIVERSITY

Founded: 1886
Location: Frankfort, Kentucky. Small-town setting; 475-acre campus.
Enrollment: 2,205

SOUTHERN UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE

Founded: 1880
Location: Baton Rouge, Louisiana. City setting; 512-acre campus.
Enrollment: 9,109

THE UNIVERSITY OF MARYLAND-EASTERN SHORE

Founded: 1886
Location: Princess Anne, Maryland. Rural setting; 540-acre campus.
Enrollment: 1,331

ALCORN STATE UNIVERSITY

Founded: 1871
Location: Lorman, Mississippi. Rural setting; 1,700-acre campus.
Enrollment: 2,329

LINCOLN UNIVERSITY

Founded: 1866
Location: Jefferson City, Missouri. Small-town setting; 52-acre campus.
Enrollment: 2,486

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Founded: 1891
Location: Greensboro, North Carolina. City setting; 640-acre campus.
Enrollment: 5,865





LANGSTON UNIVERSITY

Founded: 1897

Location: Langston, Oklahoma.

Rural setting, with easy access to
Oklahoma City; 40-acre campus.

Enrollment: 2,054

SOUTH CAROLINA STATE COLLEGE

Founded: 1896

Location: Orangeburg, South
Carolina. Small-town setting;

147-acre campus.

Enrollment: 3,855

TENNESSEE STATE UNIVERSITY

Founded: 1912

Location: Nashville, Tennessee.

Metropolitan setting; 450-acre
campus.

Enrollment: 6,745

PRAIRIE VIEW AGRICULTURAL AND TECHNICAL UNIVERSITY

Founded: 1878

Location: Prairie View, Texas. Small-
town setting, with easy access to

Houston; 1,400-acre campus.

Enrollment: 4,501

VIRGINIA STATE UNIVERSITY

Founded: 1882

Location: Petersburg, Virginia.

Small-town setting, with easy
access to Richmond; 210-acre
campus.

Enrollment: 3,583

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